



Town of Littleton School Committee

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01460-4486 * Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org

DARYL BAKER, Vice Chair
MATTHEW HUNT, Member

MIKE FONTANELLA, Chair

JENNIFER WILSON, Secretary
ERICA PODGORN, Member

**The Littleton School Committee will meet at the
Littleton Police Department Community Room
500 Great Road
Thursday, April 25, 2019**

Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.

**** *A G E N D A* ****

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – April 4, 2019
April 10, 2019
 - Oath to Bills -
and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

1. **SL & RSS Excellence in Teaching Award:** *Superintendent Clenchy, Principal Michelle Kane and Principal Scott Bazydlo will present staff members with the Excellence in Teaching Award for 2018-2019 School Year.*

7:20 IV. PRESENTATION

1. **Student Representative(s) Report:** *Student Representative(s), Kriti Sharma will give a report of events for each school.*

It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Justine Muir, District Equity Coordinator at 978-540-2500jmuir@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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2. **State of Curriculum Reports – Part 2:** *Beth Steele, Interim Curriculum Director and Curriculum Coordinators will present the state of curriculum reports within their subject.*

- Presentation 1: Elizabeth Morgan - History and Social Science
- Presentation 2: Dave Pascucci - English Language Arts
- Presentation 3: Meredith Perry - Health and Physical Education
- Presentation 4: Elizabeth Steele - K-8 Curriculum Overview

3. **Financial Update:** *Business Manager, Steve Mark will give a Financial update.*

7:55 V. NEW BUSINESS

1. **Recommended School Choice slots for FY20:** *Superintendent will ask the SC to approve the recommended School Choice slots for FY20.*
2. **Superintendent Evaluation:** *Discussion of feedback from School Committee members regarding the Superintendent's Annual Evaluation.*

8:20 VI. INTERESTED CITIZENS

8:25 VII. SUBCOMMITTEE REPORTS

1. PMBC
2. Budget Subcommittee
3. Policy Subcommittee: (see LPS website to view all policies)
<http://www.littletonps.org/school-committee/school-committee-policies>

8:30 VIII. ADJOURNMENT/EXECUTIVE SESSION

SPECIAL TOWN MEETING
Monday, May 6, 2019
6:30 PM (Town mtg. 7:00PM)
Charles Forbes Kaye Gymnasium
Littleton Middle School
55 Russell Street, Littleton, MA 01460

NEXT SC MEETING DATE
May 9, 2019
7:00 PM
The Littleton School Committee will meet at the
Littleton Police Department Community Room
500 Great Road

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SCHOOL COMMITTEE MINUTES April 4th, 2019 7:00 PM

PRESENT: Mike Fontanella
Daryl Baker
Jennifer Wilson
Erica Podgorni

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow (8:45PM)
Madelyn O'Meara (7:12PM)

NOT PRESENT: Matthew Hunt

CALL TO ORDER

Mike Fontanella called the meeting to order at 7:00p.m.

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the March 13, 2019 and March 21st, 2019 consent agendas as presented. (AYE: Unanimous). Motion carried.

INTERESTED CITIZENS

None

PRESENTATION

1. Madelyn O'Meara gave a brief overview of the activities taking place at the schools.
2. Susan Harvey's and three High School students; Katherine Hueston, Julia Cochran and Sean Keefe gave a short presentation on the Facing History / Lemkin Summit they attended in Washington D.C. in Feb. 2019. This is a conference to end genocide and mass atrocities. They met John Prendergast, who is the founder of the Lemkin Summit. They also got to meet Neema Namadamu. She is the founder of herowomenrising.com. This group is meant to raise up women, who are victims of genocide and sexual assault in Africa. They worked on tracing money laundering scheme and learned that only two staff members are currently working on

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investigations for all of Africa. They were lobbying for three different bills; U.S. removing sanctions and place on State Sponsors of terrorism list, Beneficial ownership, and more funds for international investigation.

What they have learned: Reach out to representatives, spread awareness in your community, always do something, no matter how small, everyone can make a difference.

The School Committee members thanked them for their very informative presentation.

3. Elizabeth Steele and four of the Curriculum Coordinators presented their State of Curriculum reports within the following subjects:

- **6-12 Mathematics** was presented by Elizabeth Rego, who highlighted the initiatives, recognitions and accomplishments within the Math department at the Middle and High School. LMS continue with Khan Academy video demo and skill-based test expanding “problem of the week”. Their professional development work has been focused on implementing a new series of Common Core textbooks.

At the High School students continue to take the AP Calculus exams with great results and the overall enrollment is increasing. They offer two sections of AP Calculus. The High School students continue to participate in many math leagues and meets and placed very well overall in all contests. Current focus areas are preparing students for the new MCAS 2.0 questions. Continue to implement Real World Applications, Implementation of new Algebra 1 textbooks in grade 8 and 9. New Statistics Textbooks is being ordered for the 2019-2020 school year.

- **6-12 World Language** presentation was presented by Elizabeth Kelley. Current Focus Areas; “Blizzard Bag assignments” – short stories/novellas, proficiency in the classroom, flexible seating arrangements, comprehensible input. Major accomplishments are the Seal of Biliteracy, which will be offered to seniors at the end of this school year. Currently Seals will be awarded to both Latin and Spanish students. Other student opportunities such as National Latin and Spanish exam, Etymology and mythology exam, JCL contest and dual enrollment courses. Additional alternative learning opportunities, in place of midyear exams, finals and unit tests is integrated performance assessments, story project with Shaker Lane students, short films. Thematic compositions and AP style “Make your own assessments”. Flexible seating arrangements are being used at both LMS and LHS and has given the students more opportunities to speak in an authentic setting. The World Language Festival raised over \$2,000, which will provide scholarship money to graduating language students.

- **6-12 Science** was presented by Valerie Finnerty. She gave a brief overview of the initiatives within the department and showed several pictures of student work. Major Accomplishments at the Littleton Middle School: 2018 was the first year that the 8th grade STE MCAS was computer-based. LMS 8th grade STE MCAS results were in the top 5% of the state, with a CPI of 87.4. 11% of students scored Advanced, the highest in four years. At the 2018 MA State Science and Engineering Fair, five LMS student project received awards. Two LMS 8th graders were national science fair semifinalists in the 2018 Broadcom Masters competition. The 8th grade science curriculum was revised to incorporate Marzano standards-based proficiency scales and assessments. Thanks to an LEF grant, 6th grade scientists will monitor local water and participate in the worldwide Earth Echo Water Challenge. 8th grade students participated in a pilot of a Concord Consortium genetics learning game called Geniventure. 7th grade students have been using NewsELA to incorporate current events and make connections to their daily lives.

This year, an SEL component was introduced to the 7th grade science and engineering fair. Throughout the four-month project, students took time to reflect on competencies and progress in self-awareness, self-management, and relationship skills. Part of the Site-Based PD days were used to align the curriculum to the open response MCAS questions.

Major Accomplishments at the Littleton High School

97% of LHS students who took the 2018 Biology MCAS scored Proficient or Advanced; 98% passing.

A new lab-based Biotechnology course was developed and is offered this year. Students will learn biotechnology techniques and will even learn CRISPR and will visit Norvatis Pharmaceutical this spring for a field trip. A second, independent, technology-rich physics lab has been set up. This new lab allows students to perform more sophisticated experiments and learn concepts through hands-on experiences.

Dual enrollment Physics I is offered again; students may elect credit from MCC.

The climate change unit of CP Environmental Science was updated to incorporate current science, technological advancements, and current events.

HoloGlobe real-time data Earth Processes modeling software will be integrated into the Earth Science curriculum.

As a result of the Marzano and SEL initiatives:

New cooperative learning opportunities and academic games were added to the CP Chemistry curriculum. More kinesthetic learning experiences have been integrated into the Earth Science curriculum.

- **K-12 Fine Arts** was presented by Hilary Bridge. She gave a brief overview of the initiatives within the departments.

LHS and LMS Visual Art Major Accomplishments:

AP Art History running this year

Field trip to MFA

Student artwork displayed at Reuben Hoar Library as part of their rotating exhibit.

Ms. Hossfeld attended NAEC which was held in Boston for the first time in 14 years

More DSLR Cameras purchased to expand our photography program

Scholastic Art & Writing Award Silver Key for 8th Grader Katherine McDonough in Painting

Mural Club is painting bathroom stall doors with uplifting messages for students which was funded by a grant from PTA

Received LEF grant for “Traveling Tokens”

Professional Development on “CLAB”

Follow on Twitter: (wintersarted) and IG: (lms_arts)

Elementary Art Major Accomplishments

Russell Street Highlights

New Kiln installed, expansion of Grade 3-5 curriculum as a result

Continued focus on team teaching with Mrs. MacGregor and utilizing the Think Tank

ICA field trip with 5th grade

deCordova field trip with 4th grade

Art Show is scheduled for May 2 at 6 pm

Shaker Lane Highlights

Continued collaboration with Casey Taylor

Second year of Square1 Art Fundraiser

Purchase of shelving as a result of the fundraiser to improve the art space at SL

LEF Grant for R.W. Alley to visit Shaker Lane School on April 29

Littleton Middle and High School Music:

Welcome Ashley Sheldon, LMS Music

Chorus: Performed at Veterans Day Ceremony, COA, annual concerts “Honk”

Largest Production to date, featuring more than 60 students, Anne of Green Gables at LHS, Upcoming HS Musical Memorial Day Weekend, LMS Play “Who Pushed Humpty Dumpty,” Performing weekend of May 17. Ms. Sheldon has started a Middle School jazz band. Band: Performances at football games, annual concerts, Suites and Sweets, Holiday Bazaar, Town Tree Lighting, Disney World, COA Luncheon, Memorial Day parade, and HS Graduation ceremonies. 6th Annual Mattress Sale on 3/30, which raised \$3,000, \$500 was raised at Suites and Sweets in Nov. Music Theory and History of Rock offered this year as new electives at LHS Disney 2019 was a success with 53 students traveling, some students also went in 2017.

Elementary Music:

Curriculum focused on the new National Standards for Music

K-2 Students learn American culture through folk songs, dances, games and unpitched percussion

Grade 3 expands on K-2 concepts and introduces pitched percussion

Grade 3 pairing with Heidi MacGregor to use Think Tank and Scratch to create their own electronic instruments

Grade 4 learns soprano recorder, which lets them experience musicianship through instrumental performance and took a trip to the State House for a small concert and tour.

Grade 5 expands previous concepts and learns about American History through Jazz and the Blues

Donation from Littleton Lumber allows a bucket percussion unit in 5th grade curriculum

The Superintendent thanked the Curriculum Coordinators for their hard work and presentation and was please to see all the different initiatives there are taking place at our schools.

4. VOCAL Surveys – Elizabeth Steele, Superintendent Clenchy and Principals from all four schools discussed the results of the 2018 Views of Climate and Learning surveys. The survey was conducted during the MCAS test period and taken after an MCAS test. 319 students took part in the survey which is 91% participating rate. The overall result was very positive in all five areas; School Climate, Engagement, Safety, Environment and Bullying. On average Littleton scored higher than the State results. The dimensions and topics measured by VOCAL was included in the packet.

Shaker Lane did not participate in the VOCAL survey but has done their own internal survey through their Second-Step program. The Guidance counselor and the psychologist created a 6-week program around “Whole Body listening”. Working with students on empathy and problem solving has minimized the number of students, who is being seen at Mrs. Mathurin’s office from 115 students in 2016-2017 to 69 students this school year.

Russell Street School surveyed grade 5 students. A total of 118 students took part in the survey. The overall result was very positive in all five areas. A few questions within Climate, safety and environment has given a reason to look a little further on the reasons for the results from the student’s perspective.

Littleton Middle School surveyed grade 8 students. A total of 109 students took part in the survey. The overall result was very positive in all five areas, which Mrs. Temple credits their weekly team meetings, advisory time and flex block. This allows students, teachers and admin to collaborate an student’s well-being and handle any issues in a timely manner.

Littleton High School surveyed grade 10 students. A total of 92 students took part in the survey. The overall result was very positive in all five areas, but they will be looking at incorporating more student interest and encourage teachers to use student ideas into the curriculum. They will be working on student stress level related to grades and student safety/anxiety issues.

Questions and/or comments from the School Committee members will take place at the next meeting, when they have had time to look through the overall results and the individual school results.

NEW BUSINESS

1. Steve Mark gave an update on the School Safety
We continue to review and update Safety & Security Procedures, methods and systems at all four School Buildings. We are upgrading our card access system so that all four buildings will now be on the same system. This makes for better, tighter security, control of access cards, and monitoring of the buildings. This upgrade work will begin over April vacation.
ALICE Drills and Training.
Shaker Lane and Russell Street have recently completed ALICE Training drills with staff and Students on March 27 and April 2.
Middle and High School: ALICE Drills Scheduled for April 30
High School will conduct AED and CPR Training for High School Seniors in April
Staff was trained in Dec 2018
Additional Security cameras are being installed at the High School, both internal and external to cover some areas as requested by school admin staff, and our resource Officer.
Additional camera to be installed at the Russell Street school to provide additional coverage of the playground areas.
We are reviewing cell phone and hand-held radio reception enhancement equipment to help increase coverage for internal and external communications at all schools
2. Superintendent evaluation will be part of the next scheduled meeting.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. PMBC: Local contractor secured for the Pole. Slight change in the work order for the Shaker Lane lift. Approve of survey on the Shaker Lane sewer system.
3. Budget Subcommittee: FY20 Capital Plan items and Trust Fund allocation

IV. SCHOOLS

- A. Technology, Chromebook Replacements - \$135,000 *to be expended by the School Committee to replace miscellaneous technology equipment, computer laptops, and Chromebooks.*

(These funds purchase and replacement of technology hardware, computers, Chromebooks, laptops, system network hardware, software, and other related technology equipment across the district.)
- B. School Resource Materials - \$100,000 *to be expended by the School Committee for School resource materials, textbooks, and training.*

(These funds purchase of curricular department materials across the district for elementary science materials, middle school and high school math program materials, professional development materials and training, online textbooks, license fees and other curriculum material needs.)
- C. School Security System Improvements - \$34,500 *to be expended by the School Committee for school security system improvements, including radio signal booster devices.*

(These funds \$19,500 for radio improvements; \$15,000 for Shaker Lane and Russell Street.)

D. High School Telephone System Replacement - \$55,000 to be expended by the School Committee to replace the telephone system at Littleton High School.

(This replaces and upgrades the telephone system at Littleton High School.)

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the FY20 Capital Fund Allocation as presented. (AYE: Unanimous). Motion carried.

FY 20 Trust Fund Allocation

(1) The Shared Studios: Portal to the World - \$20,000 to the Littleton School Department to fund the Shared Studios: Portal to the World project to allow students and community members of Littleton to connect with people around the world through a network of global portals, from the following Trust Funds: M.H. Kimball Fund, \$12,700; J. Goldsmith Fund, \$400; \$C. Hildreth Fund, \$5,500; L. Johnson Fund, \$700; and L.H. Zappy Fund, \$700

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the FY20 Trust Fund Allocation Article #13 on the annual Town Meeting as presented. (AYE: Unanimous). Motion carried.

4. Safety and Security: None

5. Reading of Policy: None

ADJOURNMENT

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to adjourn at 9:15PM. Roll Call Vote: Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni, AYE; and Mike Fontanella, AYE.

NEXT MEETING DATE

Thursday, April 25, 2019

7:00PM

Littleton Police Department Community Room

DOCUMENTS AS PART OF MEETING

Facing History

State of Curriculum presentations

VOCAL Surveys

School Safety and Security Update



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SCHOOL COMMITTEE MINUTES April 10th, 2019 7:30 PM

PRESENT: Mike Fontanella
Daryl Baker
Jennifer Wilson (8:03PM)
Erica Podgorni
Matthew Hunt

ALSO PRESENT: Kelly Clenchy
Bettina Corrow

NOT PRESENT: Steve Mark

CALL TO ORDER

Mike Fontanella called the meeting to order at 7:30p.m.

INTERESTED CITIZENS

None

OLD BUSINESS

1. VOCAL Surveys – Superintendent Clenchy and the principals from Russell, Middle and High school answered questions and comments about the results of the 2018 Views of Climate and Learning surveys. The survey was conducted during the MCAS testing period and taken after a MCAS test in the spring of 2018. 319 students from grade 5, 8 and 10th took part in the survey, which was a 91% participating rate. The overall result was very positive in all five areas: School Climate, Engagement, Safety, Environment and Bullying. On average Littleton scored higher than the State results. The dimensions and topics measured by VOCAL was included in the packet.

Russell Street School surveyed grade 5 students. A total of 118 students took part in the survey. The overall result was very positive in all five areas. A few questions within Climate, safety and environment has given a reason to look a little further on the reasons for the results from the student's perspective.

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Daryl Baker asked which strategies are being used in the classroom to differentiate instruction and suggested a different approach to include more student interests. Superintendent Clenchy added that Mrs. MacGregor, K-5 STEM teacher, will add to student's interests when they are working on projects in the Makerspace classroom/lab.

Overall, everyone was pleased to see that students feel safe and happy in school. Russell Street staff may need to look at their supervision of students when they are in recess and/or walking from one classroom to another. Mr. Bazydlo feel his staff is quick to respond if there are any conflicts, but they are working on next steps to do better.

Erica Podgorni pointed out the importance of "un-structed" education as part of growing up. She also pointed out how important it is that a student feels safe in school and feel validated in all areas regardless of their race, culture, family income or religion.

Littleton Middle School surveyed grade 8 students. A total of 109 students took part in the survey. The overall result was very positive in all five areas, which Mrs. Temple credits their weekly team meetings, advisory time and flex block. This allows students, teachers and admin to collaborate a student's well-being and handle any issues in a timely manner.

Mr. Jason Everhart pointed out how middle school students have many options to reach out if they are in need of any help, but when it is more personal issues, some students are aware that it may have to be reported and they therefore neglect to say anything.

The pressure students put on themselves are troubling. They'll compare themselves to their peers and even get upset/discourage when they receive a grade of 80 or above.

We need to look at mitigation strategies to minizine the pressure students are feeling. Focus more on the process than the outcome.

Matthew Hunt pointed out it is important to celebrate any student accomplishments regardless where the achievement is reached. Could be in art, music or other subject areas.

Littleton High School surveyed grade 10 students. A total of 92 students took part in the survey. The overall result was very positive in all five areas, but they will be looking at incorporating more student interest and encourage teachers to use student ideas into the curriculum. They will be working on student stress level related to grades and student safety/anxiety issues. They are working on SEL efforts and executives function skills to focus on the level of stress students are feeling. More discussion will come when LMS and LHS are presenting on their SEL focus groups in May.

Mike Fontanella reminded everyone that this survey was taken after the MCAS test with very little guidance to the students and school administration from DESE. It is a good overall baseline to start a conversation and look at certain areas, but he asked that everyone be cautious not to drill too much on individual questions.

Superintendent Clenchy felt it was a great conversation and suggested resources be focusing on two top areas of concerns to ensure these areas are being looked at probably. He would like LPS to be compared to similar districts instead of a comparison to the state average. He would also like to get more information from DESE on how these questions were piloted.

INTERESTED CITIZENS

None

ADJOURNMENT

On a motion by Daryl Baker, and seconded by Jen Wilson, it was voted to adjourn at 9:25PM. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni, AYE; and Mike Fontanella, AYE.

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NEXT MEETING DATE
Thursday, April 25, 2019
7:00PM
Littleton Police Department Community Room

DOCUMENTS AS PART OF MEETING
VOCAL Survey

Littleton Public Schools
Excellence in Teaching Award

The purpose of this award is to honor and support the exemplary work and commitment of Littleton educators who embody our core values and whose dedication inspires a love of learning.

This award will be presented annually to one faculty member in each school. The award will provide \$500 to utilize for classroom materials and/or activities. Honorees will be recognized with a plaque.

Award Criteria:

- Models a deep engagement / mastery of their subject matter
- Sets high expectations for all students
- Establishes classroom learning environments based on mutual respect
- Effectively addresses students' different learning styles and needs
- Utilizes creative and innovative instructional techniques including the integration of technology, 21st century skills and interdisciplinary connections
- Continually engages in experiences to improve practice
- Maintains professionalism in communications and interactions with the school community

Selection Process:

The principal of each school will select the honoree.

History & Social Science Department Update 2019



Major Accomplishments

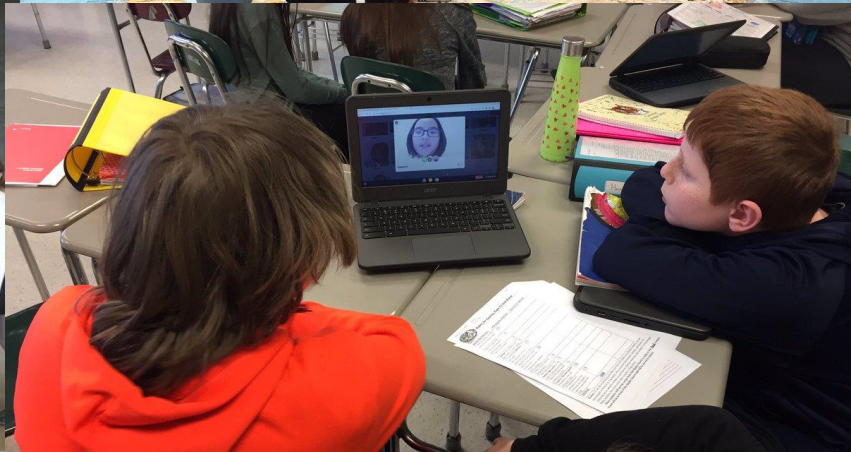
- Google Expeditions- Machu Picchu, Black Death, African geography
- Senate Immersion Model field trip at the Edward M. Kennedy Institute
- Lemkin Summit in Washington D.C.
- Current Events using Junior Scholastic
- Student literacy & historical inquiry with independent historical fiction project
- South Sudanese Refugee John Deng speaks to 6th grade students after reading A Long Walk to Water

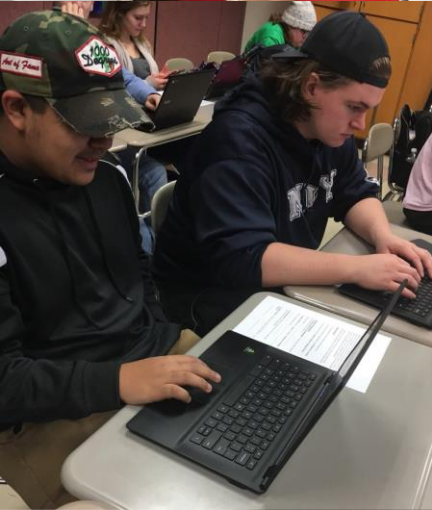


- Simulations of the Berlin Conference and the Treaty of Versailles among others
- 9th Grade Honors students read Things Fall Apart in conjunction with our Imperialism Unit
- research projects using online databases available through the high school's library page
- focus on reading and writing skills by implementing the Newsela platform through Google Classroom
- C Lab hands-on projects- green screen videos, artifact creation

Professional Development, 1:1 Chromebooks

- Primary Source PD- Current Events with Context: Teaching the News in a Meaningful Way & China's Influence Abroad
- Marzano presentation - using Socratic seminars in the social studies classroom
- NELMS - conference in Providence with workshops on student engagement and advisory
- Co-teaching the novel *The Breadwinner* with ELA to 6th grade students
- Effective social studies teacher strategies seminar
- 9th grade students have participated in online games and simulations to deepen their engagement and understanding. In one online experience, students created battle plans for WWI trench warfare.
- webquests; daily questions of the day that allow teachers to assess student understanding in real time





State of the Curriculum: English Language Arts Education



If you don't like something, change it. If you can't change it, change your attitude about it.

- Maya Angelou

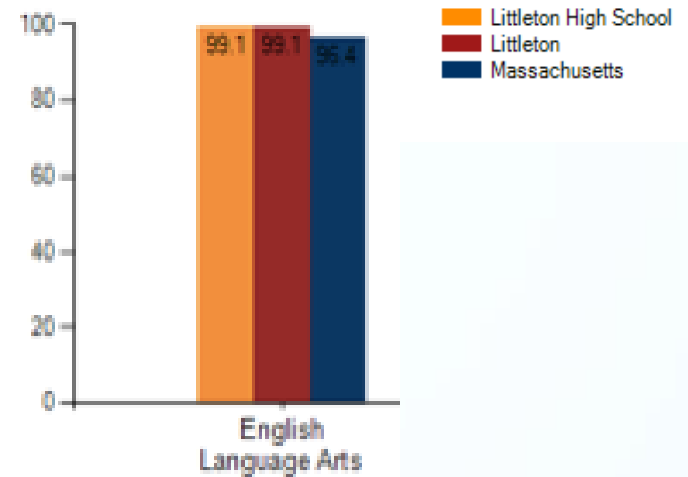
Highlights and Accomplishments

2018 MCAS

- 10th Grade ELA MCAS CPI 99.1%
- Increased 1% from 2017

2019 MCAS

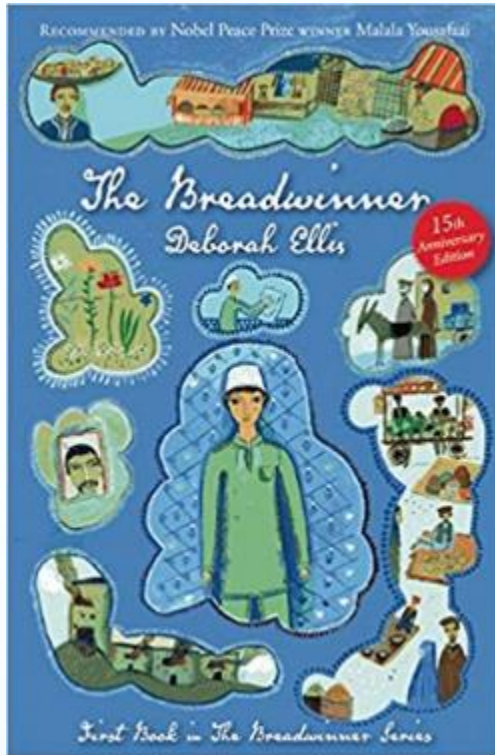
- Successfully launched and administered new online platform for 10th grade at LHS.



Highlights

- LHS junior, Kriti Sharma, won a NYT editorial cartoon contest, as a result of her submission to an extra credit opportunity in English III H.
- LHS students started an online newspaper: lhpress.org. The publication features student writing that was submitted to English teachers as curricular and extracurricular assignments.
- College Essay Conferences: Continued the tradition of dedicating a week of individual college essay conferences during which seniors receive personalized feedback on their essays.

Two Week Co-Taught ELA & Social Studies Unit



Sixth grade teachers, Mrs. Tracanna and Ms. Ogden, collaborated, planned, and co-taught the novel *The Breadwinner* and the history and geography of Afghanistan. This was a highly engaging unit that fostered critical thinking, empathy, discussion, and project-based learning.

Interactive Board Created in the Makerspace



Students collaborated, planned, and created interactive boards depicting major themes, characters, and events from *The Breadwinner*, while incorporating what they learned about the history and geography of Afghanistan.

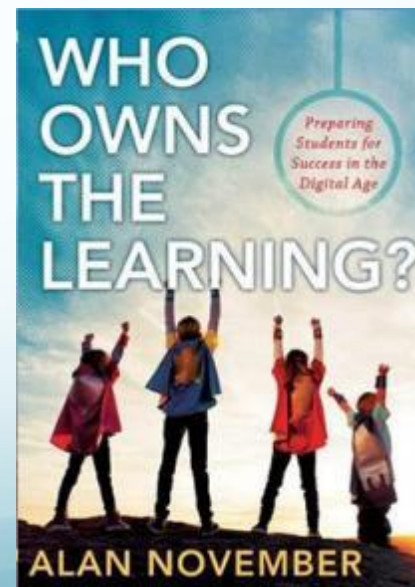
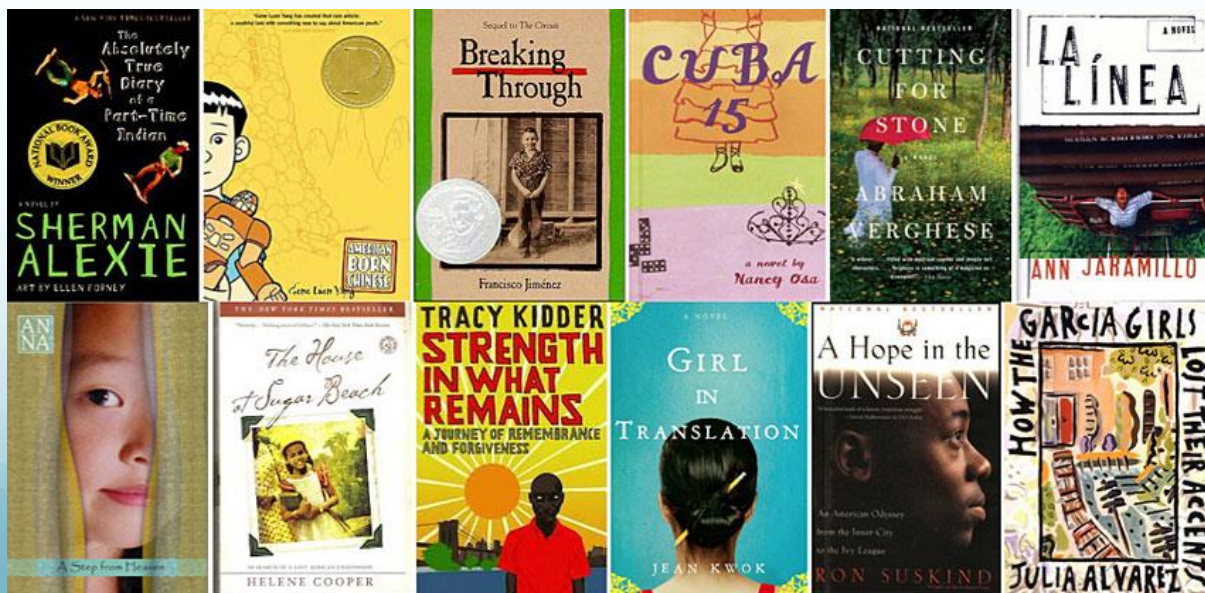
Hamlet Production & Acting Workshop

The Massachusetts-based *Shakespeare & Company* presented a production of *Hamlet* to the entire high school as part of its 2019 Northeast Tour of Shakespeare.



Professional Development

- Updated curriculum to match new MCAS 2.0 reading and writing demands
- During an extended advisory at LHS, we engaged students in discussion on the topic of *Encouraging Mindfulness Around Student Use of Technology and Social Media*
- Nov 6th Cross-District Professional Development - “Exploring the Road to Achievement”
- Schoolwide revamped Summer Reading Program



State of the Curriculum: Health and Physical Education

Meredith M. Perry

Major Accomplishments

- HS Health - Skills Based Curriculum
- Signs Of Suicide
- SL and RS Field Days
- Global Play Day
- LMS - CATCH MY BREATH curriculum
(Vaping and Juuling curriculum)
- Project Alert at LMS
- LFD continues to work with LMS/LHS as part
of the SAFE SCHOOLS program

Current Focus Areas (Planned Initiatives)

- Aligning Middle School and High School Physical Education Curricula.
- Health Education Skills-Based Standards (MA State Frameworks update)
- Transitions and mindfulness
- Offering physical activities for life
- Continuing the usage of FitnessGram for grades 3-5
- Elementary PE Skill-Based Standards

Professional Development

- Curriculum update of Nutrition, Wellness Topics, and Child Development courses (CommonCurriculum.Com)
- Curriculum update of Physical Education (K-12)
- Northeast Professional Educators Network Conference
- Massachusetts Association for Physical Education, Health, Recreation, and Dance (MAPEHRD) Conference
- Conferences on Social and Emotional Well-being - Mindfulness, Mental Health Summit, Wellness Summit
- Curriculum update with Juuling and Vaping
- Youth Risk Behavior Survey Results
- PATH Goals - Physical Education, Art, Technology, Health

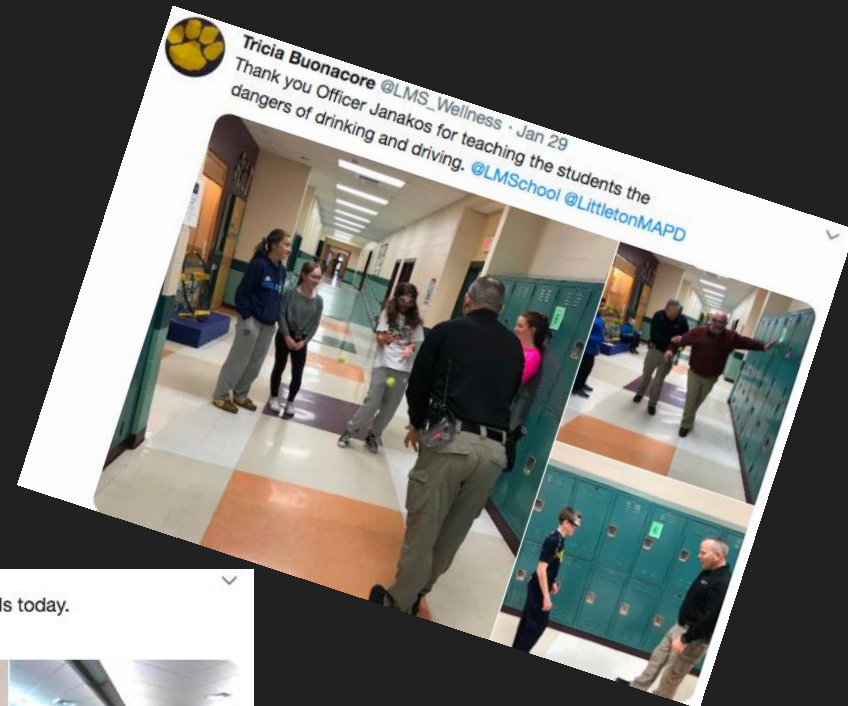
Health and Physical Education Happenings

8th grade posters on Juuling and Vaping

This amazing poster
was made by 8th
grade student
Katherine McDonagh



LMS collaborates with LFD, LPD and LCAA



Curriculum Update 2018-2019

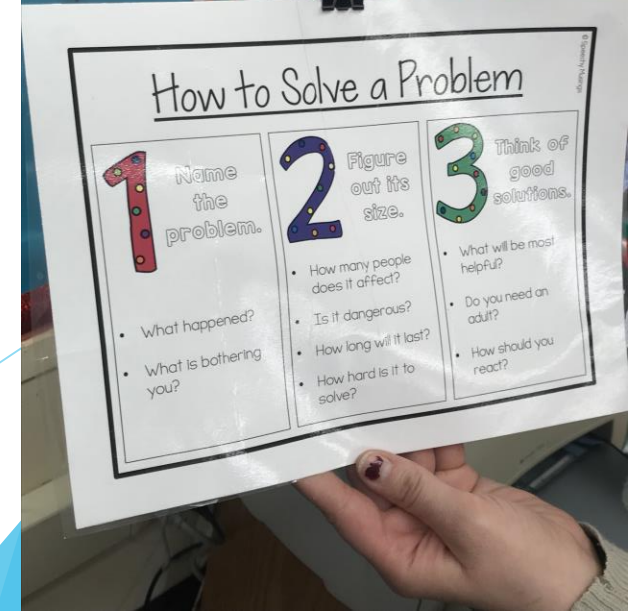
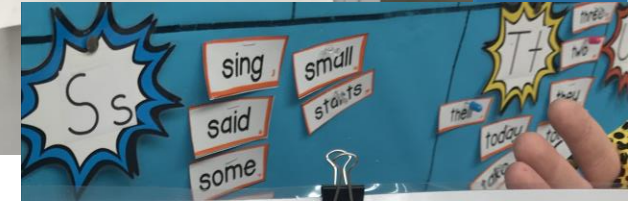
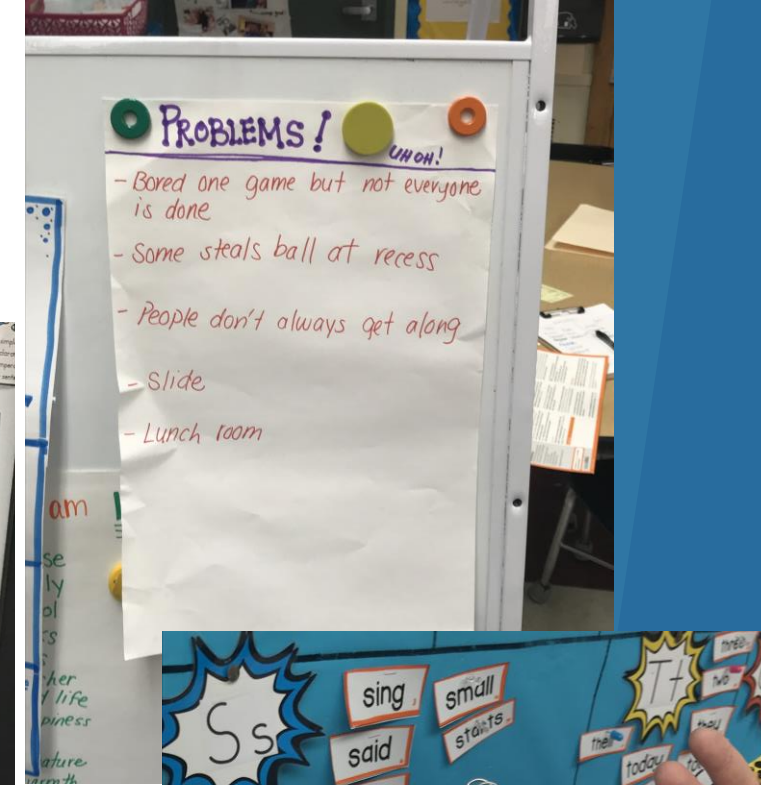
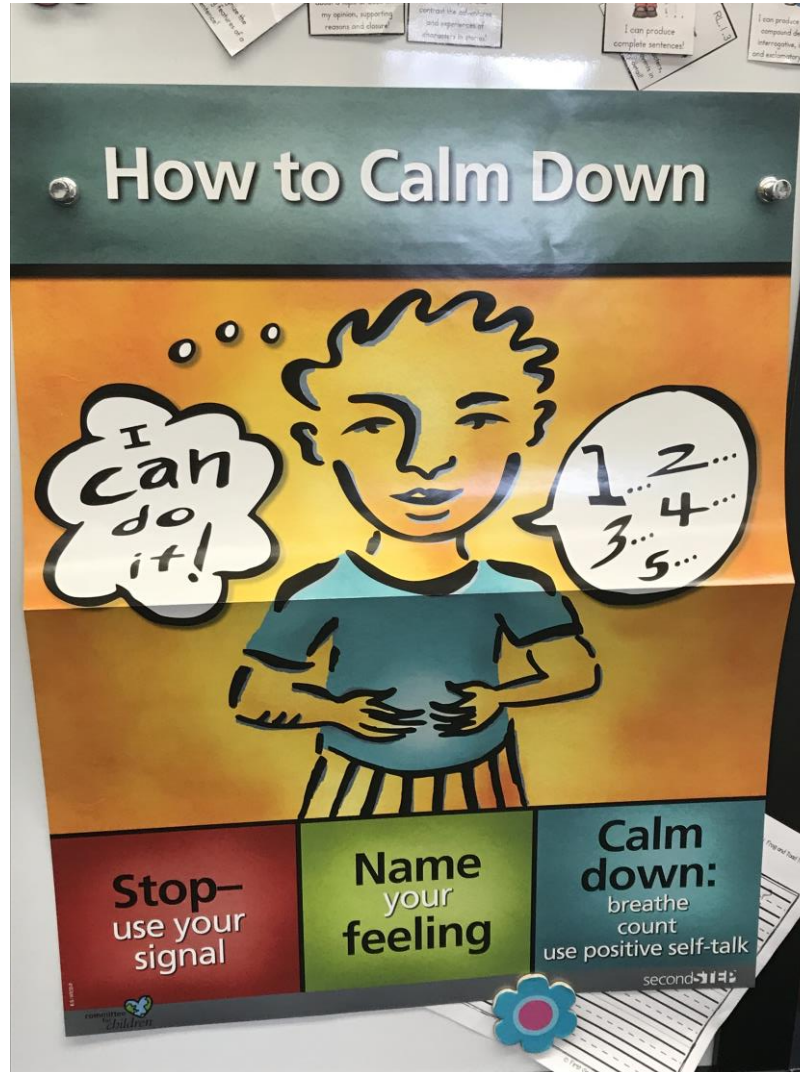
Grades K-8

Elizabeth Steele, Interim Curriculum Director

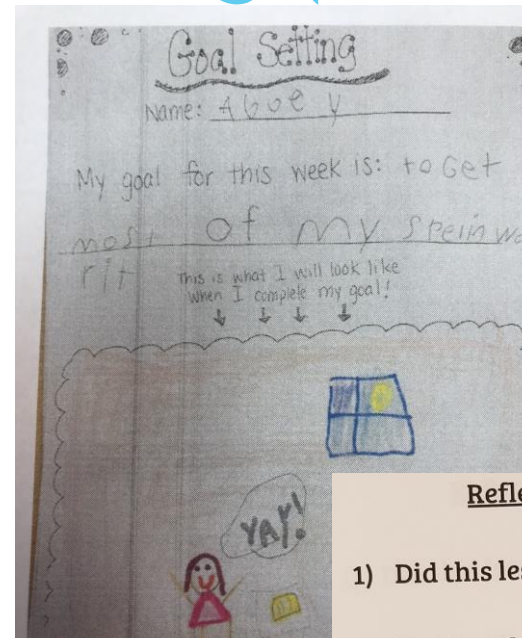
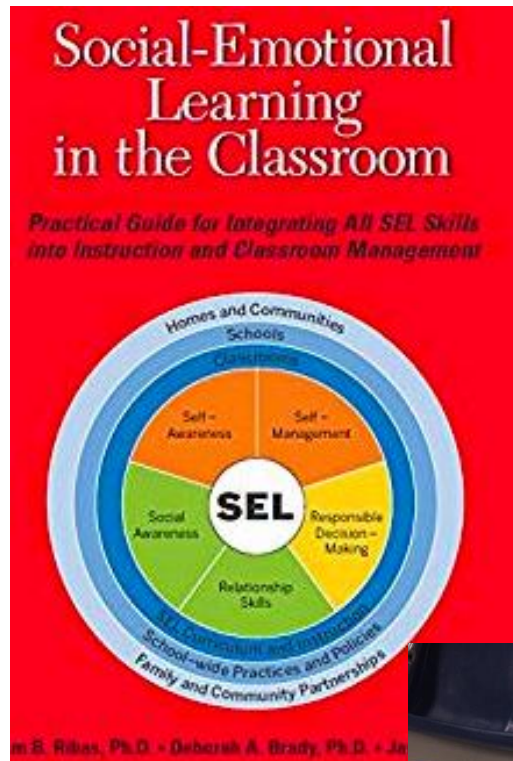
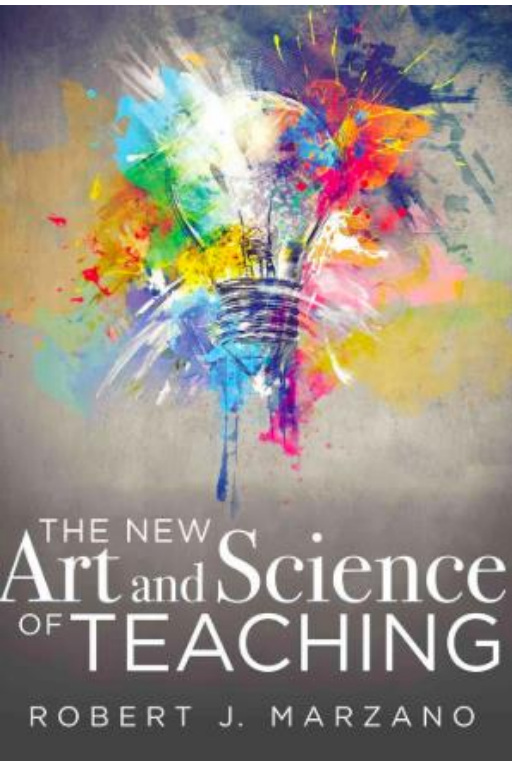
April 25, 2019

Social and Emotional Learning

- ▶ Second Step Program - instruction in SEL allowing student progress in emotion management, situational awareness, and academic achievement
 - ▶ Shaker Lane
 - ▶ Grades K-2 use the program
 - ▶ All lessons are taught throughout the year
 - ▶ Russell Street
 - ▶ Piloted lessons this year
 - ▶ Will implement the program fully next year



Social and Emotional Learning (cont.)



Reflecting on Today's Lesson

1) Did this lesson help me learn something?

- ☐ Yes, I learned something new.
- ☒ It was a review for me.
- ☐ Other (explain)

2) What is one thing I learned?

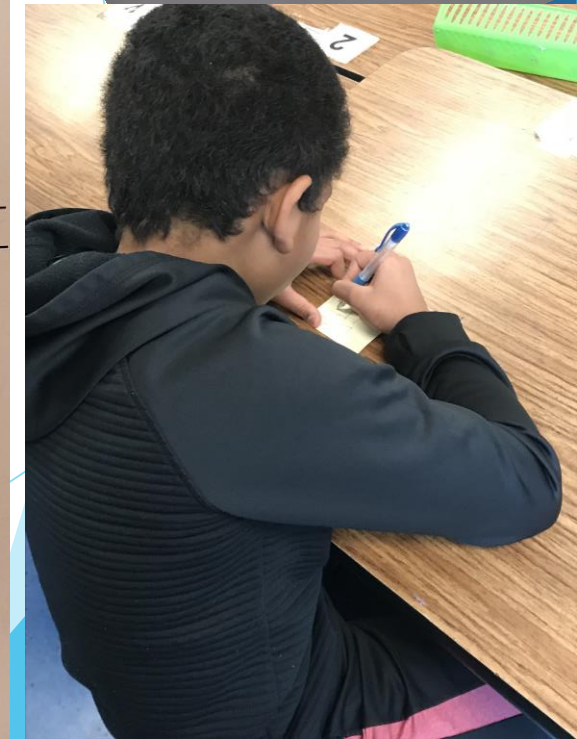
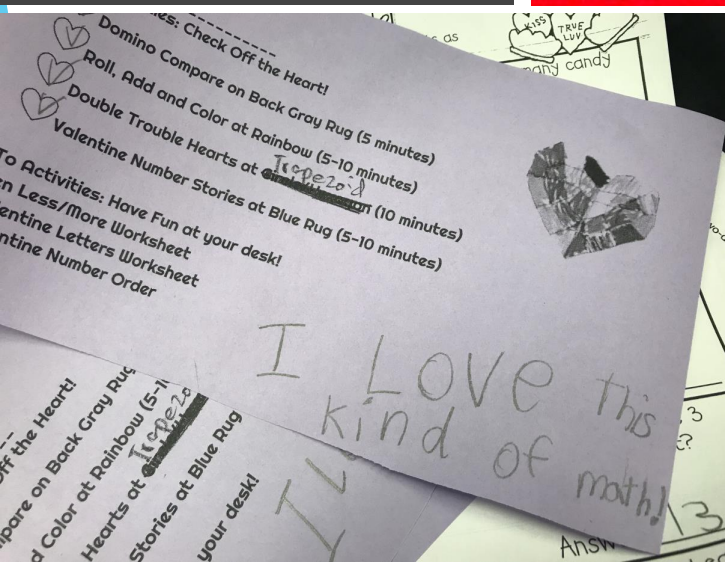
that make can't be 2 obtuse angles in a triangle

3) What did I do to help myself learn?

writing facts down so i can remember them

4) What interfered with my learning?

Distractions



STEAM Education K-5



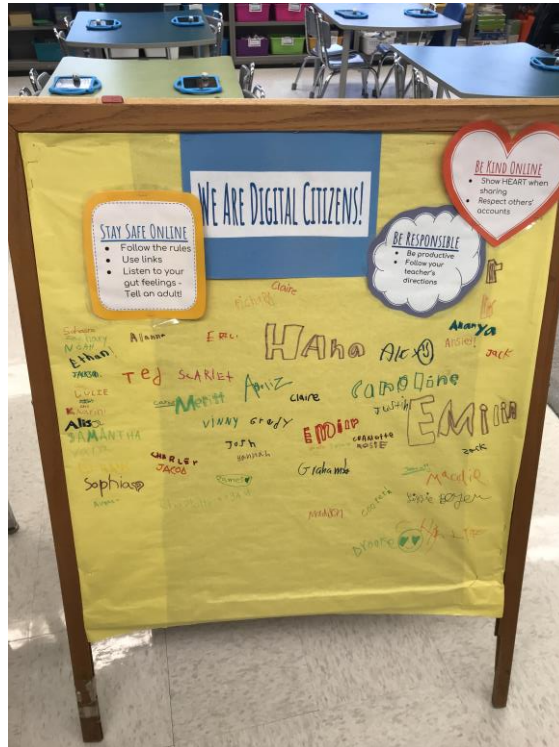
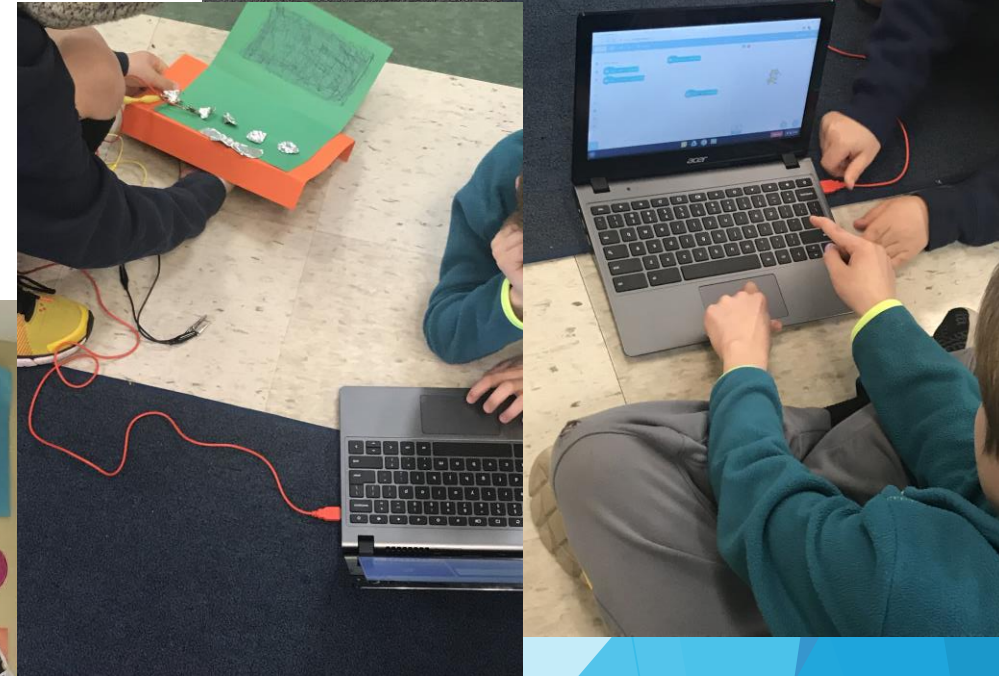
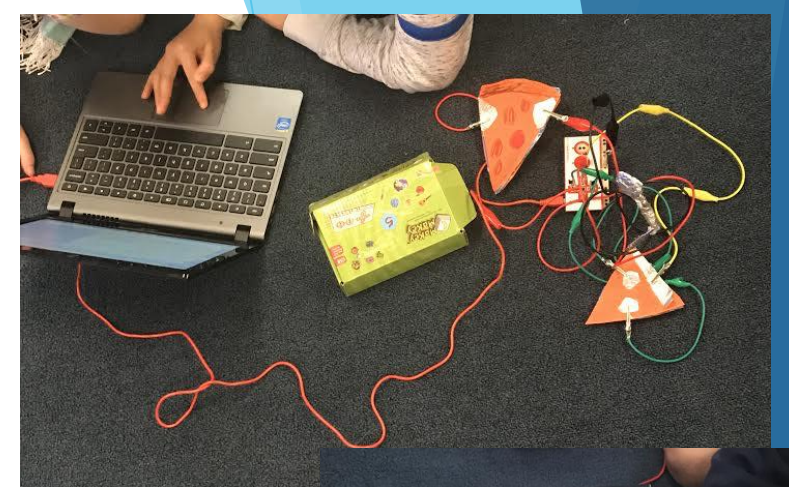
► Makerspaces - Shakey's Imagatorium and Think Tank

- K-5 STEM Instructional Support Specialist
- All classes have visited
- Digital Citizenship, Coding, Robotics, Instruments

WELCOME TO THE THINK TANK

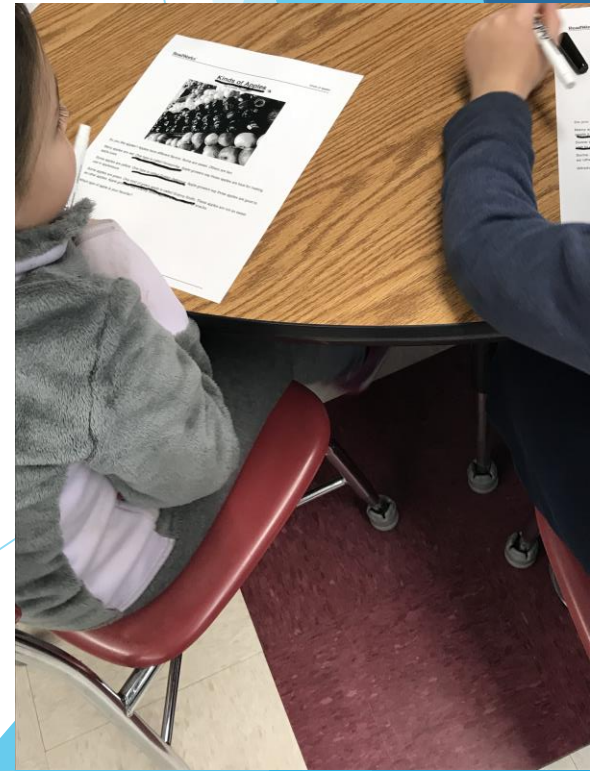
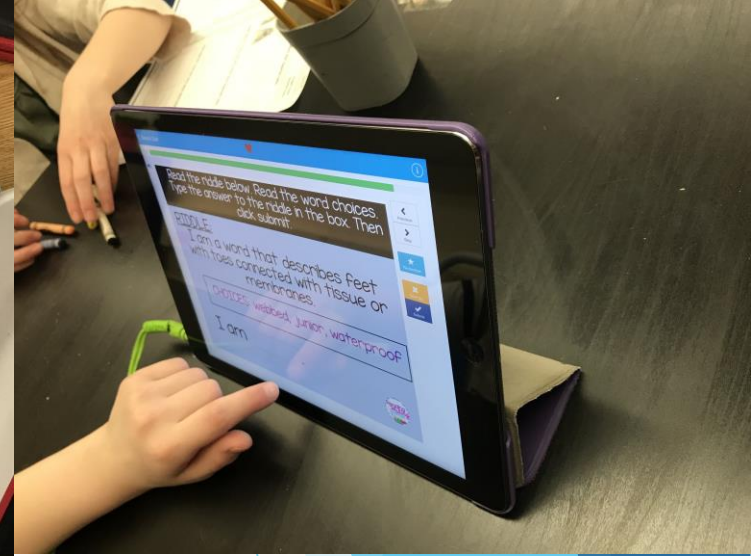
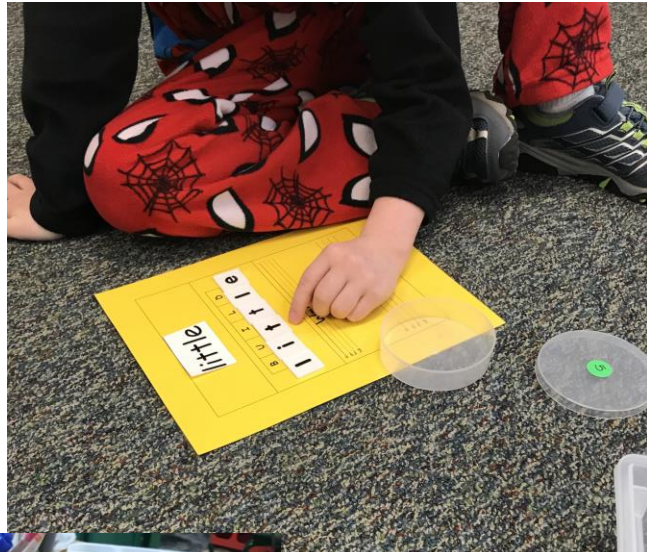
RUSSELL STREET SCHOOL

◆ AMAZING THINGS HAPPEN HERE ◆



K-2 English Language Arts

- ▶ Fountas and Pinnell
- ▶ Foundations
- ▶ Student Literacy Skills



3-8 English Language Arts

ANSWER Protocol

Answer Writing Routine

- A**
- Analyze the prompt
 - Determine purpose
- N**
- Set up 2-column notes
 - Read actively
- S**
- Select relevant evidence
 - Integrate multiple sources
- W**
- Write
 - Introductory statement
 - Turn notes into paragraphs
 - Use transitions
- E**
- Edit + Revise
 - reread prompt
 - check organization + clarity
 - revise to improve response
 - edit for conventions
- R**

TEAC

TEAC

Topic

Topic: An effective essay should focus on one main idea.

*transition
Evidence

Analysis

Evidence: An effective essay provides evidence, from the text, to support the main idea.

*transition
Evidence

Analysis

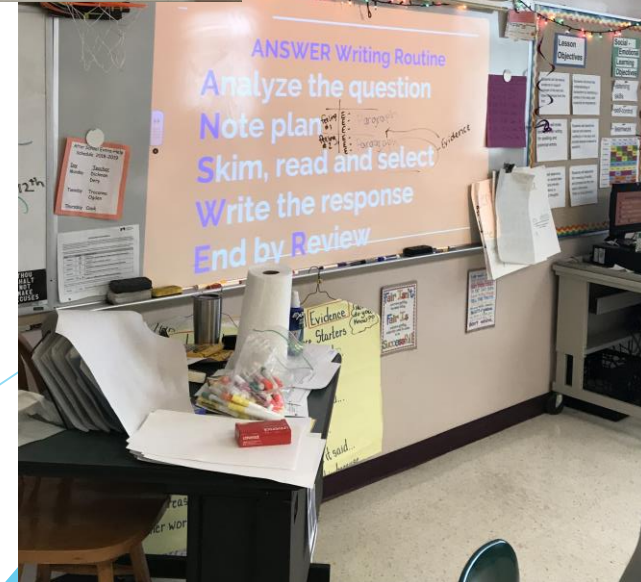
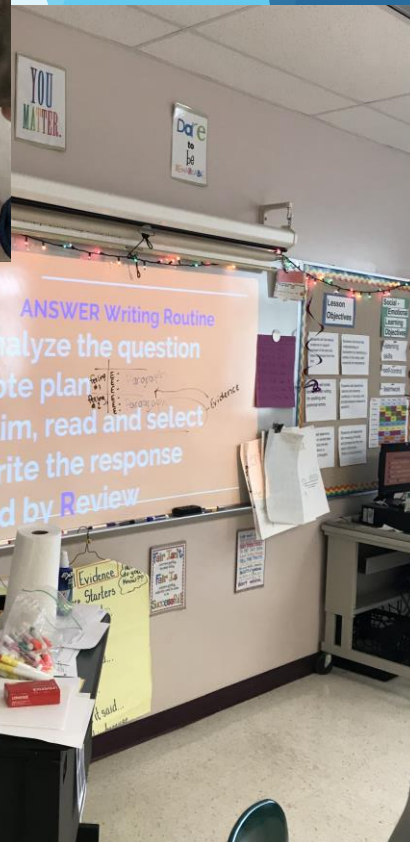
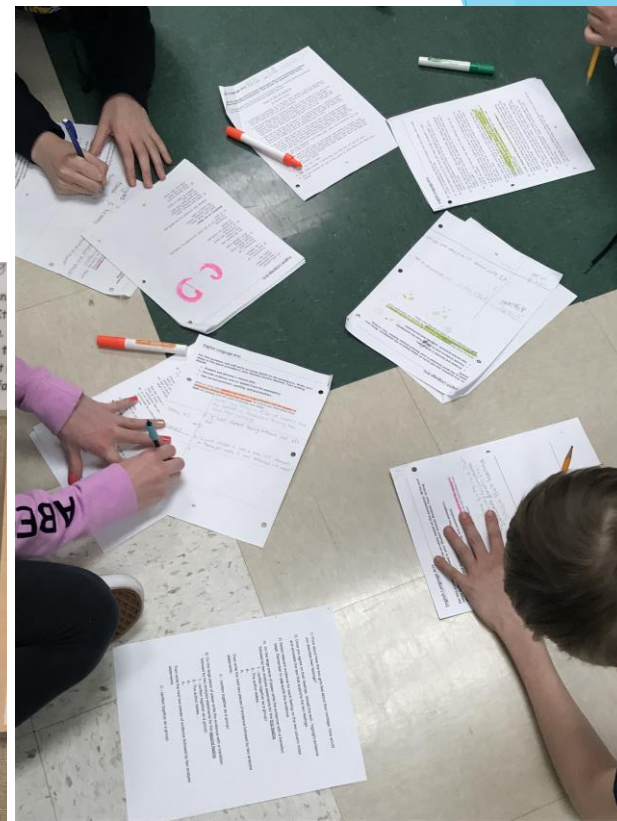
Analysis: An effective essay provides analysis to explain and connect the evidence to the thesis/topic using ideas from your own head.

*transition
Evidence

Analysis

Conclusion: An effective essay should close by linking the topic sentence to the final closing statement.

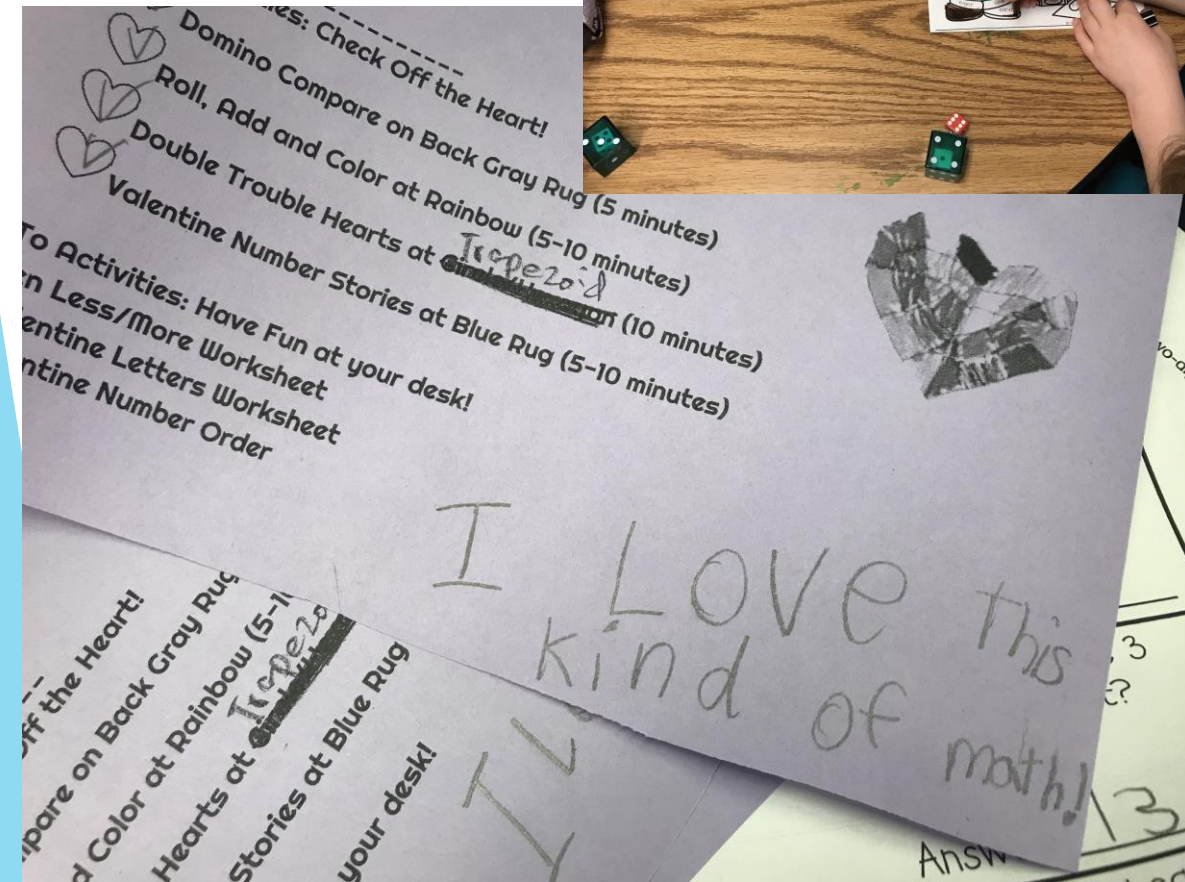
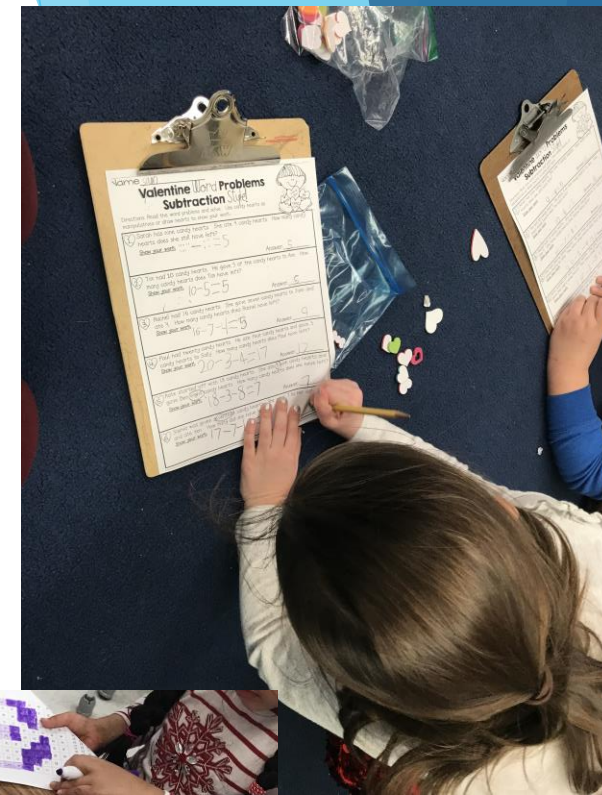
Conclusion



ANSWER Writing Routine
Analyze the question
Note plan
Skim, read and select
Write the response
End by Review

K-5 Math

- ▶ Everyday Math
- ▶ DreamBox Learning

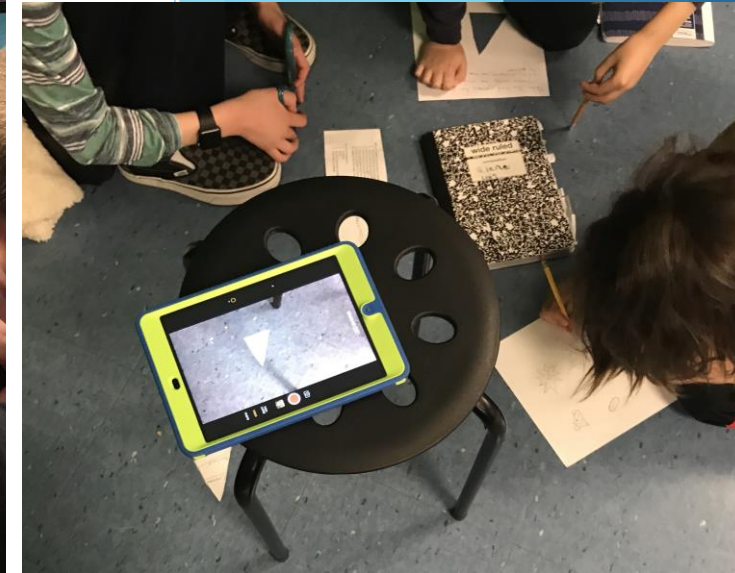
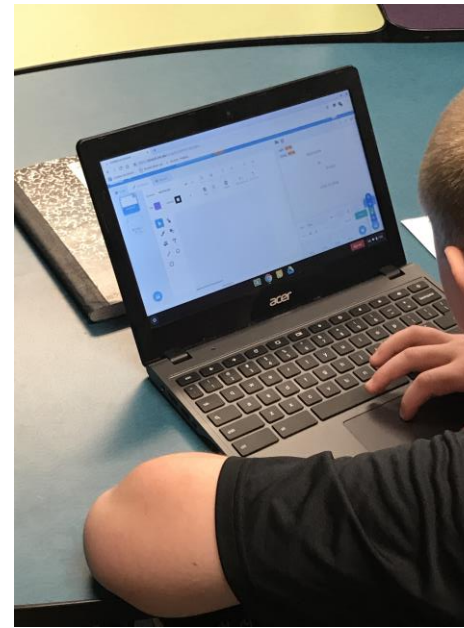


K-5 Science

▶ FOSS (Full Option Science System)

▶ Program Features:

- ▶ Incorporation of Next Generation Science Standards (NGSS)
- ▶ Alignment with 2016 MA Science & Technology/Engineering Curriculum Framework
- ▶ Explicit integration of Scientific and Engineering Practices in instruction
- ▶ Active learning experiences that utilize technology and integrate reading and literacy strategies to support the ELA Common Core



Grade Level	Life Science	Physical Science	Earth Science
Kindergarten	Animals Two by Two	Materials and Motion	Trees & Weather
Grade One	Plants and Animals	Sound and Light	Air and Weather
Grade Two	Insects and Plants	Solids and Liquids	Pebbles, Sand and Silt
Grade Three	Structures of Life	Motion and Matter	Water and Climate
Grade Four	Environments	Energy	Soils, Rocks and Land Forms
Grade Five	Living Systems	Mixtures and Solutions	Earth and Sun

04/22/2019 11:55
4083smark

Town of Littleton
YEAR-TO-DATE BUDGET REPORT

P 1
glytdbud

FOR 2019 09

JOURNAL DETAIL 2019 1 TO 2019 9

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
310 Regular Ed	7,980,863	1,865	7,982,728	4,335,918.62	19,357.92	3,627,451.41	54.6%
311 Special Education	5,798,379	191	5,798,570	3,538,293.30	774.48	2,259,502.30	61.0%
312 Student & Support Staff	973,895	37,118	1,011,013	571,931.76	8,605.79	430,475.45	57.4%
313 Other Instruction	258,797	0	258,797	178,403.65	4,798.47	75,594.88	70.8%
314 System Administration	1,242,636	11,730	1,254,366	836,306.15	2,511.63	415,548.22	66.9%
315 School Administration	963,175	0	963,175	762,660.81	142.48	200,371.71	79.2%
316 Transportation and Busing	1,128,832	0	1,128,832	837,621.75	10,400.00	280,810.25	75.1%
317 Facility & Maintenance	1,382,556	16,080	1,398,636	1,058,406.13	17,326.20	322,903.67	76.9%
GRAND TOTAL	19,729,133	66,984	19,796,117	12,119,542.17	63,916.97	7,612,657.89	61.5%

** END OF REPORT - Generated by Steven Mark **

SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

Adopted: June 8, 1995
Reviewed: June 10, 2004
Revised: October 4, 2012
Reviewed: February 25, 2016

as of 04.05.19

**2018 - 2019
ENROLLMENT**

	Current	Current	Current
	# Students	#Students	#Students Total
	Littleton Residents	School Choice	Enrollment
GRADE	2018-2019	2018-2019	2018-2019
PreK	71	0	71
K/T	117	5	122
1	131	6	137
2	114	3	117
Total	433	14	447
3	123	5	128
4	125	10	135
5	132	5	137
Total	380	20	400
6	119	6	125
7	122	1	123
8	115	4	119
Total	356	11	367
9	91	10	101
10	109	3	112
11	111	6	117
12	98	11	109
Total	409	30	439
TOTAL ALL	1578	75	1653

	Projected #Students Littleton Residents 2019-2020	2018-2019 #SC Students moving to next grade Level in 2019-2020	Projected School Choice SEATS OFFERED 2019-2020	Projected #Students School Choice 2019-2020	Projected #Students Total Enrollment 2019-2020
GRADE					
PreK	70	0		0	70
K/T	125	0	2	2	127
1	117	5	3	8	125
2	131	6	0	6	137
TOTAL	443	11	5	16	459
3	114	3	4	7	121
4	123	5	0	5	128
5	125	10	0	10	135
TOTAL	362	18	4	22	384
6	132	5	0	5	137
7	119	6	2	8	127
8	122	1	2	3	125
TOTAL	373	12	4	16	389
9	115	4	6	10	125
10	91	10	6	16	107
11	109	3	5	8	117
12	111	6	5	11	122
TOTAL	426	23	22	45	471
Total ALL	1604	64	35	99	1703

FY19-20 proposing to add (2) School Choice Grade (K) Students
 FY19-20 proposing to add (3) School Choice Grade (1) Students
 FY19-20 proposing to add (4) School Choice Grade (3) Students
 FY19-20 proposing to add (2) School Choice Grade (7) Students
 FY19-20 proposing to add (2) School Choice Grade (8) Students
 FY19-20 proposing to add (6) School Choice Grade (9) Students
 FY19-20 proposing to add (6) School Choice Grade (10) Students
 FY19-20 proposing to add (5) School Choice Grade (11) Students
 FY19-20 proposing to add (5) School Choice Grade (12) Students

Currently there are 75 2018-2019 School Choice Students
 (11) Grade 12 2018-2019 School Choice Students will graduate.

Projected Students Littleton Residents 2019-2020 = 1604
 Projected School Choice Students in 2019-2020 = 99